

2019 - 2020 Pupil Progression Plan



Local Education Agency:

**St. Landry Parish School Board
Patrick D. Jenkins, Superintendent**

Background and Purpose

Louisiana state law (R.S. 24.4) requires local education agencies (LEAs) to establish a comprehensive Pupil Progression Plan based on student performance on the Louisiana Educational Assessment Program with goals and objectives that are compatible with the Louisiana Competency-Based Education Program and which supplements the minimum standards approved by the State Board of Elementary and Secondary Education (BESE). **The plan shall address student placement and promotion** and shall require the student's mastery of grade-appropriate skills before he or she can be recommended for promotion.

The law states that "particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills which may be considered in promotion and placement; however, each local school board shall establish a policy regarding student promotion and placement." The law goes on to require the state Department of Education to establish, subject to the approval of BESE, the level of achievement on the fourth and eighth grade LEAP test^{3/4}in mathematics, English language arts, science, and social studies^{3/4}needed for students to advance to grades five and nine. BESE must also determine the nature and application of various intervention options to be used when students fail to meet the minimum academic standards approved by the board.

BESE established minimum standards in [Bulletin 1566 – Pupil Progression Policies and Procedures](#). In October 2017, BESE approved, as Notice of Intent, [revisions](#) to Bulletin 1566 that relate to placement, promotion, and supports and interventions for students not meeting minimum academic standards. BESE has also approved regulations pursuant to state law that relate to placement and promotion in [Bulletin 741 – Louisiana Handbook for School Administrators](#), which includes but is not limited to instructional time, grading policies, and graduation requirements. These bulletins also adhere to federal and state laws and regulations that govern the placement and promotion of students with disabilities, English learners, and transfer students.

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I. Placement of students in kindergarten and grade 1

Kindergarten

Schools can only make recommendations to parents regarding student enrollment in kindergarten, since kindergarten is not mandatory. However, in accordance with state law (R.S. 17:221), once students have enrolled in kindergarten, they are subject to compulsory attendance laws and promotion requirements set forth by the LEA.

Every child, as a prerequisite to enrollment in any first grade of a public school, shall meet one of the following criteria:

- attended a full-day public or private kindergarten for a full academic year; or
- passed an academic readiness screening administered by the LEA at the time of enrollment for first grade

The minimum age for kindergarten shall be one year younger than the age required for that child to enter first grade. Each local educational governing authority, by rule, may provide for a child of younger age to enter kindergarten, provided that such child has been evaluated and identified as gifted in accordance with state regulations for such evaluation.

Grade 1

- Any child admitted to kindergarten pursuant shall be eligible to enter first grade upon successful completion of kindergarten, provided all other applicable entrance requirements have been fulfilled.
- The age at which a child may enter the first grade of any public school at the beginning of the public school session shall be six years on or before September thirtieth of the calendar year in which the school year begins.
- Any child transferring into the first grade of a public school from another state and not meeting the requirements herein for kindergarten attendance shall be required to pass an academic readiness screening administered by the LEA prior to the time of enrollment for the first grade.

In the space below, please describe any additional placement considerations or policies required by the LEA. Include the names of any required assessments and explain how results will be used.

Initial Entry into Kindergarten

Initial entry level for all students in the St. Landry Parish School System is the kindergarten level. Students must attain the age of five on or before September 30 of the current year. Within thirty (30) days before or after the opening date of school, every child entering public school kindergarten for the first time shall be screened with a nationally recognized developmental readiness instrument. This instrument will be the DRDP (Desired Results Developmental Profiles). The results of this screening shall not be used to exclude any child from entering kindergarten. After students are assessed teachers, use the information to determine skills mastered and those areas needing assistance.

Initial Entry into Kindergarten-Gifted Students

A student classified as “gifted” by the St. Landry Parish Pupil Appraisal team in accordance with the guidelines outlined in The Louisiana Department of Education Pupil Appraisal Handbook may enroll in kindergarten only if it is recommended by the Individual Education Plan committee, prior to the opening of the school term during which entry is requested. The student must also be screened and have mastered pre-k skills as evidenced by the Teaching Strategies Gold Assessment (TS GOLD).

Kindergarten to First Grade

Successful completion of full day/full year kindergarten shall be a prerequisite for entrance into first grade. First grade students must attain the age of six on or before September 30 of the current year. Students who did not attend kindergarten and are 6 years old may enter first grade if they successfully demonstrate proficiency (67% and above) on the St. Landry Parish Academic Readiness Assessment (ELA and Mathematics).

II. Placement of transfer students

A student who has transferred from a public school, in- or out-of-state, or a nonpublic school, shall be granted credit for work completed in the previous school. A properly certified transcript shall be required with the student's record of attendance, levels of achievement, history of immunization, and units of credit earned.

Evaluation information for exceptional students transferring from another school system shall be reviewed by pupil appraisal and approved by a supervisor of special education before the student is enrolled in a special education program.

Students in grades 5 and 9 transferring to a public school from any in-state nonpublic school, any approved home study program, or a Louisiana resident transferring from any out-of-state school, shall be required to take the Louisiana Department of Education's State Placement Test. This computer-based test is designed to measure students' knowledge and skills in English Language Arts (ELA) and math pursuant to Louisiana Student Standards in grades 4 and 8 and is consistent with the LEAP 2025 test.

St. Landry Parish School System will place students in the appropriate grade by using a preponderance of evidence that will include the achievement levels in the chart below:

Achievement Levels	Grade Placement
Basic, Mastery, or Advanced	Grade 5 or Grade 9
Approaching Basic or Unsatisfactory	Grade 4, Grade 8, or Transitional 9th Grade

Please note that scores will not be available until 4-7 days after the student completes the test.

In the space below, please describe any additional considerations or local policies related to placement of transfer students.

Entry Requirements of All Students

Parents/guardians of all students entering the St. Landry Parish School System for the first time, including transfer students from state-approved public/nonpublic schools, out of state approved public/nonpublic schools, and home study and/or unapproved public/nonpublic schools shall provide the following necessary information for registration:

- Copy of birth certificate with number
- Social Security Card
- Copy of parent/guardian's picture ID

- Up-to-Date immunization records
- Last Report Card from Previous School
- Proof of residency
- Properly certified withdrawal form from the last school attended
- Properly certified transcript showing the student's academic units of credit earned (high school students only)
- IEP and evaluation (if applicable)
- Completed St. Landry Parish School Board Registration Packet (located at www.slp.k12.la.us)

Transfer from Approved Within the State or Out of State (Public/Nonpublic) Schools

Transfers from school systems within the state but outside the district are subject to state requirements. Students who transfer from other public schools shall present documentation of regular or remedial placement from the principal of the transferring school to the principal of the receiving school. Such placement will be maintained until complete documentation is obtained from the transferring school or SBLC determines other placement.

Transfer from Home Study and Unapproved (Public/Nonpublic) Schools/Programs

St. Landry Parish School System will charge a fee for the processing of placement tests at elementary, middle, and high school. The nonpublic school and the parent or the homeschooling parent is responsible for providing the District Test Coordinator, at least ten (10) working days prior to the testing date, any documentation required for requested standard testing accommodations.

- **Elementary/Middle Schools**

It is recommended that students enter at the beginning of a semester. Students entering during the semester must successfully complete all required course work from point of entry. Students transferring into the St. Landry Parish School System from any in-state approved or unapproved nonpublic school, from any homeschooling program, or from any out-of-state school shall be required to take a standardized test in English Language Arts and mathematics. Students will be placed in the appropriate grade depending on the outcome of these tests based on grade equivalency. Students taking the placement test are not eligible for a retest. These students may be eligible for a policy waiver based upon a decision by the School Building Level Committee at the school for which he or she is zoned.

- **High School**

It is recommended that students enter at the beginning of a semester. Students entering during the semester must successfully complete all required course work from point of entry. High school placement is determined by the number of Carnegie units as evidenced by the results of local CRT proficiency examinations. These tests must be taken prior to placement into the school system. A high school student who has been attending a home study program must demonstrate proficiency prior to being awarded high school Carnegie credit for the course. Proficiency in a course with a state administered End-of Course exam must be demonstrated using the LEAP 2025/ End-of-Course (EOC) exam. LEAP 2025/EOC exams are administered for Algebra I, Geometry, English I, English II, Biology, and U.S. History.

EOC/LEAP 2025 General Administrative Rules for Transfer Students

Bulletin 111: §1829 EOC/LEAP 2025 Transfer Rules

A. The following rules apply for transfer students who are Louisiana residents transferring into the Louisiana public school district from out-of-state schools, nonpublic schools, or approved home-study programs.

1. A transfer student is not required to take the EOC/LEAP 2025 tests for courses he/she already successfully completed for Carnegie credit.
2. A transfer student shall be required to take the EOC/LEAP 2025 test for courses he/she previously took but did not pass.
3. A transfer student may choose to take an EOC/LEAP 2025 test for a course he/she already successfully completed if he/she scored Needs Improvement or Unsatisfactory on an EOC/LEAP 2025 test in another course and the student must pass the EOC/LEAP 2025 test for one of the EOC/LEAP 2025 pairs.

Transfer Policies for Students with Disabilities

The district will follow the procedures described in Bulletin 1706: *Regulations for the Implementation of the Children with Exceptionalities Act* for enrollment of a transferring student with disabilities.

IEPs for Students who Transfer from Public Schools in the Same State

If a student with a disability (who had an IEP that was in effect in a previous public school within Louisiana) transfers to a new public school within Louisiana, and enrolls in a new school within the same school year, the new public school (in consultation with the parents) shall provide a Free Appropriate Public Education (FAPE) to the student (including services comparable to those described in the student's IEP from the previous public school), until the new public school either: 1) adopts the student's IEP from the previous public school or 2) develops, adopts, and implements a new IEP that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

IEPs for Students who Transfer from Another State

If a student with a disability (who had an IEP that was in effect in a previous public school in another state) transfers to a public school in Louisiana, and enrolls in a new school within the same school year, the new public school (in consultation with the parents) shall provide the student with FAPE (including services comparable to those described in the student's IEP from the previous public school), until the new public school 1) conducts an evaluation pursuant to §305 through §307 (if determined to be necessary by the new public school); and 2) develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in §320 through §324. (Note: refer to Bulletin 1706 §323)

Procedures for Interim IEPs

The Pupil Appraisal Department must be contacted when a student entering St. Landry Parish from an approved non-public or out of state school system claims eligibility for special education services. The Interim IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to Bulletin 1508, Pupil Appraisal Handbook. In addition: 1) An interim IEP may also be developed for students who have been receiving special educational services in another state concurrent with the conduct of an initial evaluation; and 2) An interim IEP may also be developed concurrent with the conduct of an initial evaluation for a student out-of-school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a state diploma. (Note: refer to Bulletin 1530 §111)

III. Promotion for students in kindergarten and grades 1, 2, 3, 5, 6, and 7

Teachers shall, on an individual basis, determine the promotion of each student according to the local Pupil Progression Plan. Particular emphasis shall be placed upon the student's proficiency in grade-appropriate skills.

In the space below, please describe the LEA's policies and procedures that will be used to determine promotion for students in Kindergarten and Grades 1, 2, 3, 5, 6, and 7.

Promotion Criteria of St. Landry Parish for Grades K, 1, 2, 3, 5, 6, and 7

- Attendance Requirements

Students at every grade level must meet the attendance requirements outlined in the attendance policy to be considered for promotion. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. Elementary students may not miss more than ten (10) days per year in order to be eligible for promotion. Additional information noted on pages 40 – 44.

- Grade Requirements

Kindergarten

1. Letter grades of A, B, C, D, or F will be earned in ELA and Mathematics. ELA includes all English Language Arts (reading, writing, listening, speaking, grammar, and handwriting). All other subjects (Science, Social Studies, P.E. and/or Arts) will be graded with O, S, G, N, or U.

Letter Grade Courses (ELA and Mathematics)

Grade	Percentage	Achievement Level
A	93-100	(Outstanding)
B	85-92	(Satisfactory)
C	75-84	(Gaining Progress)
D	67-74	(Needs Improving)
F	0-66	(Unsatisfactory)

Non Graded Courses
(Science, Social Studies, P.E., and/or Arts)

In courses where a letter grade is not required, O, S, G, N, or U will be earned in the following manner:

Grade	Percentage	Achievement Level
O	93-100	(Outstanding)
S	85-92	(Satisfactory)
G	75-84	(Gaining Progress)
N	67-74	(Needs Improving)
U	0-66	(Unsatisfactory)

2. Students must have a 67% average to pass the subjects of ELA and Math to meet promotion requirements.

Grades 1 and 2:

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine-week period) in each graded course (ELA, Math, Science, and Social Studies). ELA includes all English Language Arts (reading, writing, listening, speaking, grammar, and handwriting). Physical Education and the Arts are reported with O, S, G, N, or U.
2. Students must have at least a 67% cumulative average in English Language Arts and Math to meet promotion requirements.

Grades 3, 5, 6, 7:

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine-week period) in each graded course (English Language Arts, Mathematics, Science, Social Studies, and Physical Education). English Language Arts consists of reading, writing, and language. Elective courses shall be awarded O, S, G, N, or U unless the course is taken for Carnegie credit.
2. Students must have at least a 67% cumulative average in English Language Arts, Mathematics, Science, and Social Studies to meet promotion requirements.
3. Students must take state standardized assessments (LEAP 2025).

Promotion and Retention Policy

The decision to promote a student must be based on multiple factors including: ongoing teacher observation across subjects, student work samples collected throughout the year, information from multiple assessments, and parent input. The decision makers should also consider the emotional and social implications of retention, and determine the necessary support and instruction that will enable the child to improve.

Students can only be retained **once** in Kindergarten through fourth grade and **once** in grades five through eight. The principal may appeal to the Superintendent for additional retentions of a student. Evidence must be presented that indicates a lack of satisfactory academic performance or attendance.

A student may be recommended for promotion although the recommendation is in conflict with the criteria for promotion. The recommendation must be accompanied by written documentation stating the reasons for special consideration for promotion. This recommendation must be approved by the School Building Level Committee.

School Building Level Committee (SBLC) as it relates to promotion/retention

Each member of the supervisory staff in St. Landry Parish is assigned schools for monitoring purposes to ensure that the requirements/criteria for placement, promotion, and retention are upheld.

If a teacher/administrator believes that a student should be promoted who did not meet the criteria for promotion, that teacher/administrator should fill out the St. Landry Parish Promotion/Retention Form and present supporting documentation to a committee set up in each school.

If a parent believes that a student should be promoted even though he/she did not meet the criteria for promotion, then the parent should present a request to the school principal. All parental requests for review must be in writing, accompanied by some documented proof to show that a review is needed.

The SBLC Committee, composed of at least three teachers and the principal of the school, will be convened to determine student promotion/retention.

- In elementary/middle schools where there is more than one teacher at a grade level, one teacher must be a teacher of the grade level of the student and one teacher must be of the grade level to which the student is being recommended for promotion. If the Liaison is not present the committee meeting must be reconvened until the Liaison can be present to monitor.

Each request will be studied by the SBLC committee. The person making the recommendation for the student will not be involved in the committee's decisive vote. The teacher who has awarded the grade shall give a recommendation for promotion/retention, but shall not vote as a member of the committee. After reviewing information and supporting documentation (transcripts, report cards, test scores, etc.) a decision will be made by this committee based upon what is best for the student. All decisions must be documented using the St. Landry Parish Promotion/Retention form. All voting committee members must sign the form as documentation of their participation in the process. The decision of the committee will be made known to the requesting party within three to five days.

Promotion of Students with Disabilities at Grades 4 - 8

Students with disabilities may be eligible for promotion according to ACT 833, if the prior year the student has not met the state or district requirement or has not met state established benchmarks on the required state assessment. The IEP Team and the teacher of record shall determine, if appropriate, promotion criteria based on the performance outlined in the student's IEP according to ACT 833 and submit their recommendation to the School Building Level Committee for each student. Students with disabilities participating in the state mandated assessments must have accommodations as noted on the student's IEP.

IV. Promotion of students in grade 4

Each LEA shall identify third and fourth grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that adheres to the following requirements:

The school shall convene an in-person meeting with the student's parent or legal custodian, all teachers of core academic subjects, and specialized support personnel, as needed, to review the student's academic strengths and weaknesses, discuss any other relevant challenges, and formulate an individual academic improvement plan designed to assist the student in achieving proficiency in all core academic subjects. All participants shall sign the documented plan and meet to review progress at least once more before the next administration of the LEAP assessment.

The student shall be provided with focused, on-grade level instructional support that is appropriate to the content area(s) in which the student has not yet achieved proficiency. Instruction shall be aligned with state academic content standards.

The student shall be identified as requiring an academic improvement plan in the state Student Information System (SIS).

The student shall be afforded the opportunity to receive grade-level instruction during the summer.

Each LEA shall adopt a written policy pertaining to the development of individual academic improvement plans. This policy shall be included in the Pupil Progression Plan.

The Department shall audit a random sampling of students identified as needing an individual academic improvement plan in each local education agency each year.

The LDOE will provide to each LEA a roster of third and fourth grade students who have scored below the "Basic" achievement level in at least two core academic subjects. Such roster will assist the LEA in making final determinations relative to students' required individual academic plans.

The decision to retain a student as a result of his/her failure to achieve the standard on the LEAP shall be made by the LEA in accordance with this pupil progression plan.

The individual academic improvement plan shall continue to be in effect until such time as the student achieves a score of “Basic” in each of the core academic subjects that initially led to the development of the student’s individual academic plan.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the fourth grade.

Promotion Criteria of St. Landry Parish for Fourth Grades

- **Attendance Requirements**

Students at every grade level must meet the attendance requirements outlined in the attendance policy to be considered for promotion. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. Elementary students may not miss more than ten (10) days per year in order to be eligible for promotion. Additional information noted on pages 40– 44.

- **Grade Requirements**

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine-week period) in each graded course (English Language Arts, Mathematics, Science, Social Studies, and Physical Education). English Language Arts consists of reading, writing, and language.
2. Students must have at least a 67% cumulative average in English Language Arts, Mathematics, Science, and Social Studies to meet promotion requirements.
3. Students must take state standardized assessments (LEAP 2025).

V. Promotion and support of students in grade 8 and high school considerations

a. Promotion of students in grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the “Basic” achievement level in either English language arts or mathematics and “Approaching Basic” in the other subjects in order to be promoted to the ninth grade. Students who do not meet the promotion standard after taking the eighth grade state assessments in the spring, following the completion of summer remediation, may be placed on a high school campus in the transitional ninth grade. For any student who recently completed the eighth grade and is transferring into the LEA from another state or country after the completion of summer remediation, the LEA shall review the student’s academic record to determine appropriate placement in ninth grade or transitional ninth grade. Such placement shall occur no later than October 1 of each school year.

Grade 8 Promotion Waivers

The LEA may waive the state policy for students scoring at the “Unsatisfactory” level in English language arts or mathematics, if the student scores at the “Basic” level in the other, provided that the student has participated in the spring administrations of LEAP and has attended the summer remediation program offered by the LEA.

An LEA, through its superintendent, may grant a waiver on behalf of individual students who are unable to participate in LEAP testing or unable to attend LEAP summer remediation, including summer remediation required for placement in transitional ninth grade, because of one or more of the following extenuating circumstances as verified through appropriate documentation:

- o *Physical Illness*—appropriate documentation must include verification that the student is under the medical care of a licensed physician for illness, injury, or a chronic physical condition that is acute or catastrophic in nature. Documentation must include a statement verifying that the illness, injury, or chronic physical condition exists to the extent that the student is unable to participate in remediation.

- o *Custody Issues*—certified copies of the court-ordered custody agreements must be submitted to the LEA at least ten school days prior to summer remediation

Transitional 9th Grade

- Any first-time eighth grade student who does not meet the passing standard set forth in BESE Bulletin 1566, §703, and any student not eligible for any waiver pursuant to §707 of the bulletin, after completing summer remediation, may be placed on a high school campus in transitional ninth grade.
- LEAs shall follow the guidelines set forth in §703 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the prior school year, the local superintendent of that LEA shall provide a written justification to the state superintendent.
- The initial decision to place a student in the transitional ninth grade or to retain a student in the eighth grade shall be made by the school in which the student is enrolled in the eighth grade, in consultation with the student's parents.
- The LEA shall admit transitional ninth grade students, subject to any admissions requirements approved by the school's governing authority or charter authorizer.
- For any student who recently completed the eighth grade from another state or country and is transferring into the LEA after summer remediation has taken place, the LEA shall review the student's academic record to determine appropriate placement in ninth grade or transitional ninth grade. Students placed in the transitional ninth grade shall complete the remediation program offered by the LEA. Such placement shall occur no later than October 1 of each school year.
- After one full year of transitional ninth grade, students shall be included in the ninth grade graduation cohort for high school accountability purposes.
- Students enrolled in transitional ninth grade shall receive appropriate academic supports in any subjects in which they did not score at or above proficient, as determined by BESE. A plan outlining such academic supports shall be included in the student's individual graduation plan (IGP). Progress pursuant to such specified academic supports shall be reviewed at least once throughout the school year in order to determine effectiveness and any needed adjustments.

In the space below, please describe any local policies or additional considerations used to determine promotion of students at the end of the eighth grade.

Promotion Criteria of St. Landry Parish for Eighth Grade Students

- **Attendance Requirements**

Students at every grade level must meet the attendance requirements outlined in the attendance policy to be considered for promotion. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. Elementary students may not miss more than ten (10) days per year in order to be eligible for promotion. Additional information noted on pages 40 – 44.

- **Grade Requirements**

1. Letter grades (A, B, C, D, or F) will be earned after each reporting period (each nine-week period) in each graded course (English Language Arts, Mathematics, Science, Social Studies, and Physical Education). English Language Arts consists of reading, writing, and language.
2. Students must have at least a 67% cumulative average in English Language Arts, Mathematics, Science, and Social Studies to meet promotion requirements.
3. Students must take state standardized assessments (LEAP 2025).
4. Eighth grade students meeting district course requirements, but not scoring at least at the “Basic” level in either English language arts or mathematics and “Approaching Basic” in the other subject and not eligible for a waiver shall be placed in the Transitional Ninth Grade program. Remediation for Transitional Ninth Grade students will take place on the high school campus and will be embedded within core content classes.
5. All Transitional Ninth Grade students shall be provided with an Individual Academic Improvement Plan.

b. High school promotion and transition considerations

Instructional Minutes: When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Individual Graduation Planning: By the end of the eighth grade, every student (with the assistance of his parent or other legal custodian and school guidance personnel, counselor) or IEP team (when applicable) shall begin to develop an [Individual Graduation Plan](#)

(IGP). An IGP guides the next academic year's coursework, assisting students in exploring educational and career possibilities and in making appropriate secondary and postsecondary education decisions as part of an overall career/postsecondary plan.

Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:

1. [Complete the FAFSA](#); or
2. [Complete the Louisiana TOPS form](#); or
3. Certify a waiver in writing to the LEA (sample: [non-participation LEA form/Letter](#));
4. Receive a waiver through the district hardship waiver process.

Early Graduation: Each LEA shall develop an early graduation program allowing students to accelerate their academic progress, complete all state graduation requirements, and receive a high school diploma in less than four years.

· The early graduation program may include distance education (§2326), dual enrollment (§2327), and Carnegie credit and credit flexibility (§2314).

· LEAs shall not have any policies or requirements that would prevent students from graduating in less than four years.

In the space below, please describe any local policies or additional considerations used to determine the promotion of students in Grades 9 and above and to support their attainment of a high school diploma.

Carnegie Credit And Placement For St. Landry Parish High School Students:

- Attendance Requirements

Students must meet the attendance requirements outlined in the attendance policy to be considered for promotion. High school students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. High school students may not miss more than ten (10) days per year in a full credit course and five (5) days in a half-credit course in order to be eligible for promotion. Additional information noted on pages 39 – 40.

- Grade Requirements

- A student shall be granted one (1) unit of credit for a prescribed full year (two semesters) course and one half (1/2) unit of credit for a prescribed one-half year

(one semester) course upon receiving a final grade of 67% or better. One credit is equal to one full Carnegie Unit.

A full year course (1 credit) is comprised of two semester ½ credits each (exception career center courses).

1 school year (1 credit)	½ credit semester	quarter
		quarter
	½ credit semester	quarter
		quarter

At the end of the school year, half credit will be awarded to students who attain a 67% or better for work completed in semesters 1 and/or 2. No student shall be denied one half unit of credit for any course for which that student has a passing grade for a semester.

Students will be identified by their cohort graduation year.

High School Year (HSY) 1	0 – 5.5 credits
High School Year (HSY) 2	6 – 11.5 credits
High School Year (HSY) 3	12 – 17.5 credits
High School Year (HSY) 4	18+ credits

School Building Level Committee (SBLC) as it relates to the awarding of Carnegie Credit

Each member of the supervisory staff in St. Landry Parish is assigned schools for monitoring purposes to ensure that the requirements/criteria for awarding of Carnegie Credit are upheld.

If a teacher/administrator believes that a student should be awarded Carnegie credit who did not meet the criteria for Carnegie credit, that teacher/administrator should fill out the St. Landry Parish Consideration of Carnegie Credit form and present supporting documentation to a committee set up in each school.

If a parent believes that a student should be awarded Carnegie credit even though he/she did not meet the criteria for Carnegie credit, then the parent should present a request to the school principal. All parental requests for review must be in writing, accompanied by some documented proof to show that a review is needed.

The SBLC Committee, composed of at least three teachers and the principal of the school, will be convened to determine the awarding of Carnegie credit.

- In cases involving high school Carnegie units, the committee must include the principal and three academic teachers who teach the student or three teachers of the same subject area. The school's Liaison shall be present to monitor the committee meeting. If the Liaison is not present the committee meeting must be reconvened until the Liaison can be present to monitor.

Each request will be studied by the SBLC committee. The person making the recommendation for the student will not be involved in the committee's decisive vote. The teacher who has awarded the grade shall give a recommendation for awarding of Carnegie credit, but shall not vote as a member of the committee. After reviewing information and supporting documentation (transcripts, report cards, test scores, etc.) a decision will be made by this committee based upon what is best for the student. All decisions must be documented using the St. Landry Parish Consideration of Carnegie Credit form. All voting committee members must sign the form as documentation of their participation in the process. The decision of the committee will be made known to the requesting party within three to five days

Additional High School Considerations:

Diploma Pathways

Students on the **TOPS University Diploma Pathway** must complete a minimum of **24** Carnegie units of credit, while students on the **Jump Start Diploma Pathway** must complete a minimum of **23** Carnegie units, and pass the required Industry Based Credential(s) exam(s) for the pathway they have declared. In addition to the Carnegie units, student shall also be required to pass three End of Course (EOC) exams, one in each of the following content areas:

- Algebra I or Geometry;
- English II or English III; End with graduates of 2019 - 2020
- English I or English II; Freshmen 2017-2018 and beyond
- Biology or U.S. History

Students are offered the following in high school:

Regular—Course content is designed for students who have a background of average achievement. Although these students read and perform at grade level, they need reinforcement of organizational and related thinking skills, and concentration on oral and written language.

Honors—Course content is designed for first and second year high school students, who have a good command of literacy and/or numeracy, and who have the potential to succeed in courses that demand time and concentrated study. Honors classes designation shall only be given to core curriculum courses. Each content area should be looked at independently for enrollment in honors course(s).

For entry into honors classes, students must meet two of the following criteria:

- a minimum average of 3.0 in the prior course
- scored mastery or above on the state standardized assessment in the honors course for which student is requesting
- teacher recommendation

Continued enrollment requirements will apply for subsequent registrations.

For continued enrollment in honors classes, the following requirements must be met:

- must maintain a minimum end of year average of B
- scored mastery or above on the state standardized assessment in the honors course for which student is requesting (where applicable)
- teacher recommendation

Dual Enrollment— Simultaneous enrollment of a student at both high school and college in which the student receives credit on both their high school and college transcripts for the same course. Dual enrollment is available for students who meet the Board of Regents criteria. Students who wish to pursue TOPS University/TOPS Tech dual enrollment may do so with permission of the principal through the following colleges: Louisiana State University-Eunice: Academy/Online/on-site at school;

Southern University: Online; South Louisiana Community College: Collegiate Technical Academy/Online/on-site at school; Northwestern State University: Online. Students attending online and/or at the postsecondary institution shall receive percentages corresponding to grades as follows:

- A = 100%
- B = 92%
- C = 84%
- D = 74%
- F = 66%

Advanced Placement—A program sponsored by the College Board and Educational Testing Services to provide courses for academically able students, which offer greater opportunities for individual progress and accomplishment. Students who score well on advanced placement examinations receive college credit. Only College Board and/or NMSI trained teachers are eligible to teach Advanced Placement courses.

St. Landry Parish Credit Recovery Classes

Classes are offered to students to receive credit for classes previously taken and failed. Courses are aligned with Louisiana and/or National State Student Standards. A student must successfully complete the course requirements and examination in order to receive credit.

Students who fail a course have the option of repeating the course either during a succeeding session or during summer school. Once the course is successfully completed, both grades remain on the transcript.

St. Landry Parish School System utilizes Edgenuity, Edmentum, Odysseyware, and approved Supplementary Course Providers/Venders for its online recovery coursework where applicable. Students completing an online recovery course shall have the grade earned along with the designation “CR” on the transcript.

Credit Recovery--Using Online Courses

St. Landry Parish School System Credit Recovery is a targeted and intensive program designed to address students’ identified deficiency areas in a specific course. Placement into a Credit Recovery Course involves administrative approval and student/parent consent. High school students who have earned a 66% or less in an eligible course at the conclusion of the first or second semester shall be given the opportunity to enroll in a ½ credit recovery course through the district’s online program and/or complete the eligible course during

summer school for removal of deficiencies. Students who successfully complete a credit recovery course will have the failed grade for the particular credit replaced by the grade in the credit recovery course.

Grade Recovery Using Online Courses

High school students who have earned a 66% or less in an eligible course at the conclusion of the first, second, or third nine-week grading period shall be given the opportunity to enroll in a grade recovery course through the district's online program. Placement into a Grade Recovery Course involves administrative approval and student/parent consent. Students who successfully complete a grade recovery course will have the failed grade for the particular nine weeks replaced by the grade in the grade recovery course.

Scheduling Policy for High School Courses

Once a student and parent sign a schedule of courses for the academic year and student orientation activities have concluded, a student will be not allowed to change classes or drop a course unless there are extenuating circumstances. This schedule change request must be completed **within the first ten days** of school, be documented on the St. Landry Parish School System Schedule Change Request Form, and be approved by both the administrator and guidance counselor.

Extenuating circumstances include the following but are not exclusive of:

- A student is scheduled at an inappropriate academic level;
- A student is scheduled for a class already passed, and does not wish to repeat the class;
- A student is scheduled for a class that he/she failed previously with the same instructor (if applicable);
- A student does not have the correct courses scheduled that are required for graduation.
- A student does not pay his/her AP/Dual Enrollment fees. Students failing to pay will be transferred to a regular course. Students that qualify for the waiver payment will be reimbursed.

Proficiency Examinations

High school credit may be granted to a student following the student's passing of a proficiency examination for the eligible course. The course title, year taken, P/F (Pass or Fail) or letter grade and unit of credit earned shall be entered on the Certificate of High School Credits (transcripts). P or F earned for proficiency credits will not be used in computing grade point average. Transcripts grades of "P" or "F" will not be calculated by LOSFA in calculating grade point average for TOPS/TOPS Tech Award but the course will count toward completion of requirements for the award.

Early Graduation

Any student meeting the requirements of any state diploma track will be eligible for graduation. If a student has earned the required Carnegie units and meets the EOC/LEAP 2025 requirements, they shall be afforded the opportunity to earn their diploma and graduate early if they so choose.

VI. Support for students

School year support

The individual academic plan for each student identified in §701 of BESE Bulletin 1566 will outline the responsibilities of each party for students who have failed to achieve the standards by the end of fourth grade.

The LEA will design and implement additional instructional strategies to move the students to grade-level proficiency by providing at least two of the following, which will be documented in the individual academic improvement plan:

The student is placed in the classroom of a teacher who has been rated “Highly Effective” pursuant to his/her most recent evaluation or has achieved a value-added rating of “Highly Effective” pursuant to his/her most recent evaluation, or has documented evidence derived from state summative assessments of improving the academic performance of students having individual academic improvement plans in the past.

The student completes summer remediation.

Additional instructional time is provided during or outside of the school day to expose the student to high-quality instruction. This will not result in a student being removed from English language arts, mathematics, science, or social studies courses.

The student is provided access to on grade-level instruction that is aligned to Louisiana State Standards, which may include some below grade-level content and support needed to address the student’s identified weaknesses.

Remediation programs used throughout the school day and school year will not account for more than 35 percent of total instructional minutes.

The LEA will offer, at no cost, extended, on-grade level instruction through summer remediation to students who did not take the spring LEAP tests or who failed to meet the standard set forth in §701 and §703 of BESE Bulletin 1566. The LEA will provide transportation to and from the assigned remediation summer site(s) from, at a minimum, a common pick-up point.

Student with disabilities attending summer remediation will receive special supports as needed.

Summer remediation

Pursuant to state law (R.S. 17:24.4), LEAs shall continue to offer summer remediation to any student not meeting promotion standards as determined by BESE. Summer remediation programs will meet all of the following requirements:

Uses curriculum determined by the Louisiana Department of Education to fully align to Louisiana State Standards (Bulletin 141 – *Louisiana Standards for English Language Arts*, Bulletin 142 – *Louisiana Standards for Mathematics*, Bulletin 1962 – *Louisiana Science Content Standards*, and Bulletin 1964 – *Louisiana Social Studies Content Standards*).

Utilizes teachers rated “Highly Effective” pursuant to the teacher’s most recent evaluation or have achieved a value-added rating of “Highly Effective” on the most recent evaluation.

Limits remedial (below grade-level) instruction to only necessary and focused skills as identified from top-quality assessments and does not account for more than 35 percent of the total summer remediation instructional time.

VII. Promotion and placement of certain student populations

Students with disabilities

Students with disabilities attending summer remediation shall receive special supports as needed.

IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards for the purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level. (Bulletin 1530 §403).

English Learners

The requirements of Title VI of the Civil Rights Act of 1964 are as follows:

- Establish procedures to identify language minority students.
- Establish procedures to determine if language minority students are Limited English Proficient.
- Establish procedures for age-appropriate placement and determine the specialized language services or program the district will use to address the linguistic and cultural needs of the Limited English Proficient student.

Limited English Proficient (LEP) students shall participate in the statewide assessments pursuant to Bulletin 118. Increasing the expectations for the academic content that students must master in grades K-12 requires a parallel increase in expectations for English language acquisition.

- Establish procedures to monitor former Limited English Proficient students for two years.
- Ensure that no LEP student shall be retained solely because of limited English proficiency.

In the space below, please describe any local policies or additional considerations related to the promotion and placement of students with disabilities, English learners, or other student populations.

Students with Disabilities

If an IEP team determines that the student is not required to meet state or local established performance standards on any assessment for purposes of promotion, it shall:

1. identify rigorous educational goals for the student;
2. include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
3. include an intensive instructional program;
4. provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability;
5. identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

Alternate Pathway for Students with Disabilities towards a High School Diploma Act 833 of the 2014 Legislative Session provides for alternate pathway for student with disabilities to graduate with a high school diploma. A student with a disability could be eligible to be on the alternate pathway, as determined by the IEP team, if he/ she did not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC or unsatisfactory on the LEAP 2025 test or upon entering high school, the student has not achieved at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades). For students who are determined eligible for alternate pathway via Act 833, the IEP team, within 30 days, of the student entering the grade level or the course, shall develop data- driven Individual Performance Criteria that the student must meet by the end of the school- year to earn the targeted Carnegie units, meet targeted EOC/LEAP 2025 testing requirements and/ or Jump Start Credential requirements.

Jump Start Pathway for Students on Alternate Assessment

§2320. Career Diploma Pathway for Students Assessed on the Louisiana Alternate Assessment, Level 1 (LAA 1)

A. Introduction

1. Students who meet the participation criteria for the LAA 1 test in *Bulletin 1530—Louisiana's IEP Handbook for Students with Exceptionalities* shall be eligible for a career diploma by satisfying the pathway requirements detailed in this Section.

2. This diploma pathway does not meet the federal definition of a standard high school diploma and students who receive the career diploma based on the pathway in this Section will remain eligible for special education and related services until the end of the school year in which they turn 22.

B. Course Requirement

1. The 23 course credits required for this diploma pathway shall include core academic courses, elective courses, and workforce-readiness or career courses as follows:

- a. English—4 courses;
- b. mathematics—4 courses;
- c. science—2 courses;
- d. social studies—2 courses;
- e. workforce-readiness and career—7-9 courses;
- f. electives (may include health and physical education)—2-4 courses;
- g. total—minimum of 23 courses.

2. Enrollment in Carnegie credit bearing courses and applied courses shall count toward the course credit requirement. The student's educational placement shall be determined by the IEP team and meet the least restrictive environment regulations found in *Bulletin 1706—Regulations for Implementation of the Children with Exceptionalities Act*.

C. Assessment Requirement

1. All students shall participate in the high school assessment sequence of the LAA 1.

2. Students shall meet one of the two assessment requirements below in English language arts and mathematics to earn a career diploma:

- a. students shall earn a score of exceeds standards or meets standards on the LAA 1;

or

- b. students shall demonstrate growth on the alternate standards through a portfolio of student achievement developed by the IEP team.

- i. Portfolios shall include student data illustrating academic achievement and attainment of IEP goals throughout the student's high school experience.

- ii. Portfolios shall be evaluated for completion by the district special education director or his designee.

iii. The end of the student's fourth year of high school is the earliest a portfolio may be evaluated to meet this requirement and must include data from all four years.

D. Workforce-Readiness and Career Education Requirement

1. Career diploma workforce-readiness and career education programs for students assessed on the LAA 1 shall include:

- a. a survey to determine the student's career interests;
- b. hands-on workplace experiences that are, to the extent practicable, tied to the student's interests and based in the community; and
- c. career-focused courses including, but not limited to, foundational workplace skills.

2. Students shall meet the following requirements:

- a. a minimum of seven courses focused on workforce-readiness and career preparation;
- b. a score, determined by the IEP team, on a workforce-readiness skills assessment; and
- c. attainment of at least one workforce-related IEP goal.

E. Transition Requirement

1. By the end of the eighth grade, the special education teacher serving on the student's IEP team shall develop, in consultation with a school counselor, an individual graduation plan for the student to be approved by IEP team prior to the student's start of ninth grade.

2. The individual graduation plan shall include a post-secondary career goal, a course sequence and workplace experience plan tied to the post-secondary goal, and the courses to be taken in the first year of high school,

3. The individual graduation plan shall be annually reviewed by the IEP team and any necessary adjustments shall be made.

4. Prior to the student exiting the school system, the IEP team shall create a detailed transition plan that meets one of the following:

- a. employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct or continuous educational support from the school district;

- b. demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district; or

- c. access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

Certificate of Achievement

Certificate of Achievement is an exit document issued to a student with a disability after he or she has achieved certain competencies and has met specified conditions as listed below. The receipt of a Certificate of Achievement shall not limit a student's continuous eligibility for services under these regulations unless the student has reached the age of 22. Eligible students must meet the following Provisional Eligibility Criteria to be awarded a Certificate of Achievement:

- The student has completed at least 12 years of school or has reached the age of 22 (not to include students younger than 16).
- The student has met attendance requirements according to Bulletin 741.
- Transition planning has been completed and documented.
- The student participated in LEAP Alternate Assessment (LAA)
- This student addressed the general education curriculum as reflected on the student's IEP.

*NOTE: The receipt of a Certificate of Achievement does not limit a child's continuous eligibility for services under IDEA unless the child has reached the age of 22

Procedures for English Learners (EL)

All newly enrolled or returning St. Landry Parish students must complete the Louisiana State Parental Survey of Home Languages form, which is included in the St. Landry Parish Student Registration Packet. When responses on the SHL indicates that English is the only language used by the student and by individuals in the home, the student is considered a Fully English Proficient (FEP). Procedures established by the district for placement in the general population should be followed.

If the response to question 7 on the SHL indicates the use of a language other than English by the student or an individual in the home, **and** if a parent or guardian provides a "yes" response to item #8 on the form, the school must submit the student's information to the District Test Coordinator who will enroll the student into the testing platform to take the English Language Proficiency Screener (ELPS). Students who are identified for the first time as EL must be assessed using the ELPS within thirty (30) days of enrollment.

The scores from the ELPS determine eligibility for placement in the district's EL program. Testing is administered by the School Test Coordinator. The ELPS assesses English language proficiency in four domains: reading, writing, speaking, and listening.

Parents of students identified for EL services will be notified with a written permission letter. All identified EL students, even those whose parents refuse services, are provided accommodations in the classroom and on state assessments as indicated on each student's EL Accommodation Plan completed by the school's EL/SBLC committee

The presence of a language other than English on the SHL does not automatically signify that the student is not a fluent English speaker.

English Learner (EL) students are generally placed in age-appropriate classes by grade level.

The district EL program is a content-based English as a second language (ESL) instructional program. EL teachers utilize instructional materials, learning tasks and classroom techniques of academic content areas to develop English language, content, cognitive, and study skills. English is used as the medium of instruction.

EL students in the district are provided instructional assistance based on their assessed level of English language proficiency.

Determination as to which modifications and accommodations are utilized during English learner instruction and in mainstream classrooms are based upon recommendations from the Louisiana Department of Education and best practices as clarified in varied scientifically-based English Learner educational resources.

Progress of English learner students is monitored through continuous collaboration, informal meetings and conferences with classroom teachers, school administrators, parents, counselors, and School Building Level Committee members.

ELPT Achievement Level Descriptors describes what an EL's language use look like at each Achievement Level as he or she progresses toward independent participation in grade-appropriate activities. The ELPT has five (5) Performance Levels:

- Level 1 - Beginning
- Level 2 -Early Intermediate
- Level 3 -Intermediate
- Level 4 -Early Advanced
- Level 5 -Advanced

and three (3) Proficiency Determinations:

- Emerging; Progressing; Proficient

Exiting the EL Program

To exit the EL program and be reclassified as “EL monitored,” students should achieve any combination of Level 4s and Level 5s in each domain of the English Language Proficiency Test (ELPT): reading, writing, speaking, and listening. Students are monitored for a period of two (2) years after being exited from EL services.

Monitoring will consist of evaluating progress reports and report cards, establishing regular communication with parents, scheduling guidance counselor services as needed, providing Core Academic Support Time (CAST), and any additional services that are deemed necessary by the school’s EL/SBLC Committee. The school must keep a record of all monitoring practices in the student’s cumulative record. EL modifications and accommodations will not be provided during the two-year monitoring period.

At the end of each academic school year, LEAP 2025/EOC scores will be analyzed. If the EL/SBLC committee deems that the student is experiencing academic difficulties, the student will be considered for additional support.

No EL student shall be retained solely because of limited English proficiency.

VIII. Alternative education placements

Alternative schools/programs serve students who are not succeeding in the traditional educational setting and offer a venue that aids in preventing these students from dropping out of school. Alternative schools/programs provide educational and other services to students who have a variety of behavioral and other needs that cannot be adequately met in a traditional school setting. (Refer to Bulletin 741, §2903 and Bulletin 131)

In the space below, please describe the LEA's policies for placement of students in an alternative program or school, including any promotion policies that may differ from what was provided above.

Hospital/Homebound Program

This is an educational program for students – regular or exceptional – having a medical illness that substantially limits their ability to attend school. The School Building Level Committee (SBLC) or the Individualized Educational Plan (IEP) committee must meet to decide the need, services and accommodations for these students before a homebound teacher is assigned. Parents seeking homebound services for a student must request an application from the St. Landry Parish Pupil Appraisal Center.

St. Landry Parish Virtual Learning Academy at St. Landry Accelerated Transition Site

Eligibility:

The St. Landry Parish Virtual Learning Academy at the St. Landry Accelerated Transition Site is open to all students in grades 6-12 who are enrolled in St. Landry Parish School System.

Program Requirements:

Students will complete all courses through the Virtual Learning Academy. Although students will be enrolled in full-time virtual and must take the courses assigned in accordance with Bulletin 741, an option of completing assignments/quizzes at home is available. Students are required to complete assessments on the campus of the St. Landry Accelerated Transition Site (SLATS). The Virtual Learning Academy will follow the Distance Education Policy as per Bulletin 741 (§2326) regarding attendance. Class/seat time is waived and students work at their own pace from home or the virtual site. However, all students must meet expected completion of 100% per nine weeks and they will receive a letter grade of A, B, C, D, & F.

At the beginning of the school year a student will have seven (7) school days to receive final approval from the principal and/or guidance counselor to enroll or drop courses offered by the Virtual Learning Academy. Students will have seven (7) school days to decide to opt out of the Virtual Learning Academy and report back to their base school. Any extenuating circumstances must be approved by the Superintendent.

Promotion Requirements

Progress and status reports will be available to parents on a weekly basis. A student must earn at least a final average of a 67% to receive credit for the course.

St. Landry Parish School Board Alternative Program

Students that have been expelled from their regular school environment by the St. Landry Parish School System are eligible to attend the St. Landry Parish School Board Alternative Program. Students in grades 1-12 can be considered for placement in the program. Student eligibility is determined by a case review conducted by the Superintendent of Schools and Supervisor of Child Welfare & Attendance. Parents are to enroll the student at the St. Landry Parish School Board Alternative Program.

Students enrolled continue working at the grade level that they were in at their regular school. They continue the curriculum which they were pursuing at the school from which they were expelled, with the exception of some career and technical education/elective credit courses. Students remain a student of record at the home-based school from which they were expelled. Grades will be reported by the student's home-based school. Expelled students must meet the same promotion requirements as outlined in district policy for all other students.

HiSET Pathway/GED

Eligibility:

1. Student must be at least 16 years of age by MARCH 1, 2019. **AND**
2. Have not earned at least:
 - 5 Carnegie units by age 17
 - 10 Carnegie Units by age 18
 - 15 Carnegie by age 19.(Grade level is **NOT** required)

Description of Program

Students will spend ½ of the day focusing on HiSET/GED preparation, and the other ½ of the day focusing on Industry Based Credential(s).

PLEASE NOTE: Before completion of a Program, if a student exits for any reason (attendance, academic performance, behavior, etc.), he or she will be enrolled in the same grade prior to enrolling into SLATS.

X. Due process related to student placement and promotion

In the space below, please describe the LEA's due process procedures related to student placement for regular education students, students with disabilities having an Individualized Education Program plan, and students having an Individual Accommodation/Section 504 plan.

Parents/guardians, teachers or students questioning grade placement are entitled to due process according to the procedures enumerated below.

LEVEL ONE: INFORMAL HEARING

Any complainant who has a grievance about placement shall discuss it with the principal or teacher(s).

LEVEL TWO: FORMAL GRIEVANCE

If as a result of the informal discussion, the matter is not resolved, the complainant can initiate a grievance in writing to the principal within five (5) working days, giving the full details of his complaint. The principal shall communicate his decision to the grievant in writing within three working days of the receipt of the written grievance.

LEVEL THREE: THE APPEAL COMMITTEE

If the grievance remains unresolved, the grievant, no later than five working days after receipt of the decision may request a hearing of a committee appointed by the Superintendent.

LEVEL FOUR: ADMINISTRATIVE REVIEW

If the grievant disagrees with the decision of the committee, he/she may appeal to the Superintendent through a written request. The Superintendent shall review the case and render a decision in writing to the grievant within five working days.

Students with disabilities

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. In the case of students with disabilities, the due process procedures must be consistent with those described in the approved Individuals with Disabilities Education Act (IDEA) Part B, LEA Application.

Section 504 students

Due process procedures are the same for all parents/guardians, teachers and students in the system, regardless of placement. Due process procedures for qualified students with disabilities must be consistent with those defined in Section 504 of the Rehabilitation Act of 1973. Please refer to the St. Landry Parish Special Education and Support Services Procedural Handbook for specific details.

X. Additional LEA policies related to student placement and promotion

In the space below, please describe any additional LEA policies related to student placement and promotion that have not been addressed in other sections of this document.

Attendance Policy

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. (Bulletin 741, §1103.G)

- Minimum attendance requirements:
 - Attendance in school is compulsory for all students aged 7 to 18 years of age as mandated by LA. R.S. 17:221. Once a student is enrolled in the St. Landry Parish School System, regardless of age, they are required to follow the compulsory attendance law.
 - Elementary students may not miss more than ten (10) days per year in order to be eligible for promotion.
 - High school students attending a career center on a block schedule may not be absent for more than five (5) days in a one credit course or two (2) days in a half credit course in order to be eligible to earn a Carnegie Unit.
 - High school students attending a school operating on a seven (7) period day schedule may not be absent for more than ten (10) days in a one credit course or five (5) days in a half credit course in order to be eligible to earn a Carnegie credit.

STUDENT ABSENCES AND EXCUSES

The St. Landry Parish School Board recognizes that the fundamental right to attend the public schools places upon students the accompanying responsibility to be faithful in attendance. Regular attendance can be assumed to be essential for a student's successful progress in the instructional program.

The parent or legal guardian shall enforce the attendance of the student at the school to which the student is assigned.

The principal of a school, or his/her designee, shall notify the parent or legal guardian in writing on or before a student's *third* unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

Each school shall attempt to provide verbal notification to a child's parent, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide written notification to a child's parent, tutor, or legal guardian when that child has been absent from school for five (5) school days in schools operating on a semester basis, and for ten (10) days in schools not operating on a semester basis. The accumulation of days absent need not be consecutive.

No public elementary or secondary school pupil shall be permitted for any reason to absent himself/herself from school attendance during the school day upon his/her own authority, unless legally emancipated. The principal or designee shall make all reasonable efforts to verbally notify the parent or other person responsible for the pupil's school attendance of any such prohibited absence by a pupil.

TYPES OF ABSENCES

The days absent for elementary and secondary school students shall include *non-exempted excused absences*, *exempted excused absences*, *unexcused absences*, and *suspensions*.

1. *Non-exempted excused absences* are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
2. *Exempted excused absences* are absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student

is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.

3. *Unexcused absences* are any absences not meeting the requirements set forth in the excused absences and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in the student's own home or for their own parents or tutors) unless it is a part of an approved instructional program. Students shall be given failing grades for those days missed and shall not be given an opportunity to make up work.
4. *Suspensions* are non-exempted absences for which a student is allowed to make up his/her work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence shall be considered when determining whether or not a student may or may not be promoted, but shall not be considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

EXTENUATING CIRCUMSTANCES

Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.
2. Extended hospital stay in which a student is absent as verified by a physician or dentist.
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state.
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.
5. Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly, disease, as ordered by state or local health officials.
6. Observance of special and recognized holidays of the student's own faith.

7. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.
8. Absences as verified by the principal or his/her designee as stated below:
 - A. Prior school system-approved travel for education;
 - B. Death in the immediate family (not to exceed one week); or,
 - C. Natural catastrophe and/or disaster.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the school system.

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course.

SCHOOL-APPROVED ACTIVITIES

Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

CHILD PERFORMERS

Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions.

WRITTEN EXCUSES

For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor's, dentist's, or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical

verification of extended personal illness, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused and the student not allowed to make up work missed.

REPORTING ABSENCES

The attendance of all school pupils shall be checked each school day and at the beginning of each class period and shall be verified by the teacher keeping such record, which shall be open to inspection by the Supervisor of Child Welfare and Attendance or duly authorized representative at all reasonable times. All schools shall immediately report to the Supervisor of Child Welfare and Attendance any unexplained, unexcused, or illegal absence, or habitual tardiness.

The Supervisor of Child Welfare and Attendance shall, after written notice to the parent or legal guardian of a child, or a personal visit of notification, report any such child who is habitually absent or who is habitually tardy to the family or juvenile court of the parish as a truant child, there to be dealt with in such manner as the court may determine.

APPEAL OF ABSENCES

When a student exceeds the maximum number of absences allowed the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a decision shall be made and communicated to the parents or legal guardian by letter.

High school students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met.

TARDINESS

A student shall be considered tardy to class if the student is not in the classroom when the bell to begin class ceases. A student shall be considered tardy to school if the student is not in his/her homeroom/first period class when the bell to begin homeroom/class ceases. Tardy shall also mean leaving or checking out of school unexcused prior to the regularly scheduled dismissal. Habitual tardiness on the part of students shall not be tolerated.

Students who exhibit habitual tardiness shall be subject to disciplinary action, appropriate under the circumstances. Parents of students who continue to be tardy shall be notified for a conference with the principal, and the student may be subject to suspension from school and the parent/legal guardian subject to court fines or community service.

Uniform Grading Policy

LEAs shall use the following uniform grading system for students enrolled in all grades K-12 for which letter grades are used. [R.S. 17:7(31)(A)] (Bulletin 741 §2302. Uniform Grading Policy)

Grading Scale (Grades K-12)

- Letter grades are given each nine weeks in subjects as required at each grade level.
- Weighted Averages for Dual Enrollment, Advanced Placement, and Project Lead the Way courses are used to reflect the increased rigor of these courses and will impact graduation ranking.
- Honors, Gifted, and Talented are weighted on a four-point scale.

Letter Grade Courses

Grade	Percentage	Quality Points
A	100 - 93	4 points
B	92 - 85	3 points
C	84 - 75	2 points
D	74 - 67	1 point
F	66 - 0	0 points

Weighted Average Courses

Grade	Percentage	Quality Points
A	100 - 93	5 points
B	92 - 85	4 points
C	84 - 75	3 points
D	74 - 67	2 points
F	66 - 0	0 points

Grading Practices Guidelines:

- Each nine-week grading period, a student grade will be assigned for each subject. The grade assigned for each student will be the result of the average of the individual scores he/she obtained through a series of formal and formative assessments. The nine-week average in a course will be found using:

Total Points Earned divided by Total Possible Points = Average Grade

- Teachers are required to have a minimum of 8 – 10 assignments/assessments over each nine-week grading period consisting of a variety of assessed student work including (but not limited to) formal interim major tests, unit assessments, shorter formative quizzes, writing assignments, research products/projects, fluency checks, demonstrations or checklists, and student classwork/daily practices. Points shall be assigned to students for each assignment/assessment and at the end of the nine-week period, a percentage grade shall be computed by dividing the points earned by the total possible points.
 - Homework with evidence of considerable effort, if used as a grade, should not be graded on correctness, but rather on completion (it should be used as a cumulative grade at the end of the quarter and should be **at most** valued as a single major assessment/assignment grade).
 - The assignments/assessments should be distributed throughout each nine weeks and should be scored/graded and posted to the electronic gradebook by the teacher in a timely manner (**within 3 – 5 days**). The assignments/assessments and grades should NOT be done all at the end of the grading period but should be distributed equitably throughout each nine-week grading period in order to provide parents and students with ongoing reporting of student learning in a course.
 - Not all assignments should be of equal weight. Total points for an assignment or assessment should reflect its importance/level of work required. For example, a Major Exam could be worth 100 points while a short quiz might be worth 10 points.

Grading Policy (K-8)

1. Letter Graded Courses

- A student's final grade will be derived from the cumulative average of each of the four grade reports (nine-week averages).
- A student's final grade must be at least an average of 67% in order to pass the course.
- Promotion in a course is **NOT** derived by the number of quality points.

2. Non-Letter Graded Courses

In courses where a letter grade is not required, O, S, G, N, or U will be earned in the following manner:

Grade	Percentage	Achievement Level
O	93-100	(Outstanding)
S	85-92	(Satisfactory)
G	75-84	(Gaining Progress)
N	67-74	(Needs Improving)
U	0-66	(Unsatisfactory)

Grading Policy for End-of-Course (EOC)/LEAP 2025 Tests

Students enrolled in a course for which there is an EOC/LEAP 2025 test must take the EOC/LEAP 2025 test. The EOC/LEAP 2025 test score shall count as a percentage of the student's final grade for the course.

Students taking the Algebra I, Geometry, English I, English II, English III., Biology and U. S. History LEAP 2025/End of Course (EOC) tests will be required to follow the LEAP 2025/EOC grading policy below:

- The district will apply a mandatory 15 percent weighting of the LEAP 2025/EOC test to the student's final semester grade.
- For students with disabilities, the district shall apply a mandatory 5 percent weighting of the LEAP 2025/EOC test to the student's final semester grade.
- The weighting is calculated automatically through JCAMPUS (student information system) upon release of scores.

Acceleration Policy:

Efforts shall be exerted by the teacher, the school, and the school system in promoting maximum development of each student in his/her highest possible potential within the grade that the student finds himself/herself.

Grades K-8

After extensive evaluation (review of supporting documents: report cards; state assessment scores) by the SBLC (for acceleration purposes, the SBLC must consist of the following: parent/guardian, current principal, two teachers who have taught the student, the receiving principal (where applicable), and the counselor) a student may be recommended for acceleration if it is determined that the student will benefit more at an advanced level. The SBLC recommendation will be submitted to the Superintendent for final approval. A student can be accelerated only once, by one grade level, during grades K-8.

The following criteria will be used to determine eligibility:

Academic Achievement

- At grades K-2, the student must score above grade level on a state standardized English/Language Arts and Mathematics assessment.

At grades 3-8, the student must score at the highest achievement level—Advanced on at least three of the four components of the last two years of the state mandated assessment administered.

Additional criteria that may be considered by the SBLC committee include:

- Emotional Maturation
- Psychological Maturity

High School:

The school board shall follow the policies and procedures established in Bulletin 741. Early graduation will be permissible for high school students who earn additional Carnegie units through the following programs:

1. Carnegie Credit for Middle School Students
2. Dual Enrollment
3. High School Credit

4. Distance Learning

a. Full time (St. Landry Parish Virtual Learning Academy at St. Landry Accelerated Transition Site)

b. Blended model at high school sites

5. Correspondence Study Courses

Any applicable policies and procedures for grade “skipping” must be referred back to LEA criteria and policies for acceleration.

St. Landry Parish High School Graduation Requirements

Participation in a St. Landry Parish School Graduation is a privilege, not a right. All graduating seniors must meet the following criteria in order to participate in the graduation ceremony:

- Students must have met all requirements for high school graduation.
- Students must have an Individual Graduation Plan
- Financial Aid Planning: Louisiana requires public school students graduating spring 2018 and beyond to take one of the following steps as part of their Individual Graduation Plan:
 1. Complete the FAFSA; or
 2. Complete the Louisiana TOPS form; or
 3. Certify a waiver in writing to the LEA (sample: non-participation LEA form/Letter); or
 4. Receive a waiver through the district hardship waiver process.

*NOTE: Failure to complete one of the four steps mentioned above will disqualify a student from receiving a high school diploma.

Before entering high school, each student must complete an individual graduation plan of study. The district uses JCampus for the individual graduation plan of study. The parent is required to sign this plan. As per ACT 257, schools must document parental contact attempts made for the signature of these Individual Graduation Plans. Each school facility will log three attempts to contact parents through phone calls, emails, JCAMPUS, and parent teacher conferences. This communication will be monitored and kept by the school counselor.

Any student who aspires to graduate in the top of his/her class and graduate with honors (Valedictorian, Salutatorian, or Historian) must follow all requirements of the curriculum. Students must schedule a full course load (enrolled in course work all day) during each of their four years of high school. A student shall be enrolled at the graduating school by the beginning of his or her junior year to receive the honor of salutatorian and/or valedictorian at that graduating school.

CRITERIA FOR RANKING OF SENIOR STUDENTS

All students completing course requirements for Carnegie Credit in the standard Tops Tech and Tops University Diploma tracks shall be considered for ranking under this policy. All standard courses where both a grade and a Carnegie Credit has been issued shall be used for ranking. Students completing LEAP Connect and ACT 833 Diploma tracks shall not be eligible for ranking. Students participating in college-sponsored programs during their senior year are eligible for school honors provided he/she takes at least two courses at his/her respective high school during the year.

GRADUATING WITH HONORS

Class rank shall be based on grade point average earned for all courses in which both a grade and a Carnegie Credit has been issued.

All students achieving a 3.5 cumulative average or above shall be recognized for Honors Ranking.

The selection of Valedictorian, Salutatorian, and Historian shall be based on the following criteria:

- Must be enrolled in the graduating school no later than Fall of their Junior year
- Must have met the requirements for honors ranking
- Co-valedictorians will be recognized if these students have earned exactly the same grade point average. In the event that a co-valedictorian is recognized, there will be a salutatorian also.
- In the event that no student meets the district criteria for graduating with honors, the top three ranking students shall not be honored with the title of Valedictorian, Salutatorian, and Historian.

International Exchange Program Students

Admission of International Exchange Program Students

This policy applies to international exchange program students from other countries that are sponsored by approved foreign exchange agencies.

1. Agency Requirements

- a. Foreign exchange agencies must be registered with the Superintendent, must be listed by the Council for Standards on International Education Travel, and must be approved by the U.S. Information Agency to qualify for J-1 Visas.
- b. The contract used by the sponsoring agency between sponsor and student must be on file and approved by the Superintendent
- c. The sponsoring agency must have a local representative who resides within 20 miles of the St. Landry Parish School Board, and who is available to meet with school personnel, the student, and the host family.

2. Student Requirements

- a. The exchange student must reside with a legal resident of St. Landry Parish School Board.
- b. The student must possess:
 - J-1 Visa
 - Health and Immunization records
 - Evidence of health and accident insurance for the duration of the stay
 - Name, address, and phone numbers of the student's own parents/guardians, the host family, and the local exchange program representative
 - Two character references from the home school
 - A notarized, temporary custody agreement between the exchange students' parents/guardian and the host family
 - Official transcript
- c. As of September 1 of the program year, the student must meet junior placement status.
- d. The student must not have received a high school diploma or its equivalent from his/her home school.

- e. The student must have a cumulative grade point average of 2.0 or above for the previous two years of study.
- f. As required by the International Exchange Agencies, the student must have sufficient knowledge of the English language to produce effective oral and written communication, to use instructional materials and textbooks printed in English, and to function in the regular education program without special services such as Special Education or English as a Second Language. A letter of recommendation from an English/language teacher endorsing the student's proficiency in English must be included in the application materials.
- g. An official transcript from the student's home school must be sent to and received by the St. Landry School Board by August 1 of the student's attendance year in order to determine placement.
- h. All exchange students must schedule English III (which includes the study of American Literature), Civics, Math, and Science (any course not associated with an EOC/LEAP 2025)
- i. Exchange organizations, host families, and/or exchange students found in non-compliance with the above policy of the St. Landry Parish School Board are subject to having their relationship with the district terminated.
- j. Exchange students are subject to the same discipline policies to which regular students must adhere.

Policies on Student Records and Reports

A. Policies on Records and Reports shall be aligned to Bulletin 741. Section §703. Student Records referenced below:

B. Each school shall keep records for the registration and attendance of students and shall maintain an up-to-date permanent cumulative record of individual students showing personal data and progress through school.

1. Student cumulative records shall continually be updated and, when applicable, contain the following:
 - a. name, gender, social security number or a state-assigned identification number, date of admission, and date of birth;
 - b. name and address of parents, legal guardian, and/or next of kin;
 - c. language or means of communication, spoken or understood;
 - d. a cumulative record of the student's progress through the curriculum;
 - e. health history;

- f. student grades;
- g. attendance records;
- h. results of vision and hearing screening;
- i. all immunizations given in accordance with the requirements of the Office of Public Health (OPH), Louisiana Department of Health and Hospitals (DHH) recorded on a cumulative health record;
- j. scores on statewide assessments and scores on local testing programs and screening instruments necessary to document the local criteria for promotion; information (or reasons) for student placement, including promotion, retention, and/or remediation and acceleration;
- k. information on the outcome of student participation in remedial and alternative programs; and
- l. a copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial education program.

2. The following are applicable to students eligible under IDEA or section 504:

- a. records of parent/teacher conferences prior to referral to pupil appraisal;
- b. results of all educational screening information;
- c. educational interventions and their results;
- d. multi-disciplinary evaluation reports;
- e. a copy of the IEP, including least restrictive environment justification;
- f. copy of the individualized accommodation program (IAP);
- g. a copy of the parent's written consent for the student to be moved from;
- h. documentation of contact with school building level committee prior to referral to pupil appraisal;
- i. access sheet for special education confidentiality.

C. Each teacher shall be provided with a recording system in which the roster of each class taught shall be maintained and on which all data used to determine student progress shall be recorded.

D. Student records shall be reviewed regularly, and results shall be used for instructional planning, student counseling, and placement.

Additional Local Policy includes the following:

1. The local school system shall maintain permanent records of each student's placement, K-12. Each record shall be maintained as a part of the student's cumulative file.
2. Student records for the purposes of these Guidelines shall include the following:
 - Course grades;
 - Scores on the Louisiana Educational Assessment Program and/or state mandated assessments;
 - Scores on local testing programs and screening instruments necessary to document the local criteria for promotion;
 - Information (or reason) for student placement (See definition of placement.);
 - Documentation of results of student participation in remedial and Alternative programs;
 - Special education documents, as specified in the approved IDEA-Part B, LEA application;
 - A copy of the letter informing the parent of either the placement of the student in or the removal of the student from a remedial program; and
 - A statement regarding written notification to the parent concerning retention and due process procedures. (Bulletin 741 §703)

Additional local policies that relate to the maintenance of records and reports that affect student promotion and/or retention are as follows:

Parents and guardians are guaranteed the right to inspect their children's school records and correct any errors through formal and informal hearings. These parental rights are transferred to students at age 18. Parental request must be granted within five (5) working days. Parents also will be given a copy of any records they request, and in addition, schools must respond to requests by parents to interpret or explain items in students' files. Social workers, school nurses, and other persons with "legitimate educational interest" in a child will be allowed to view and use the student's records. Dissemination of information contained in a student's file requires that parents must give written permission before a school can release information to outsiders who must present a picture ID.

A student may gain access to his/her own records by submitting a request in writing from his/her parents that the student is allowed to examine it without a parent being present. This request should be submitted to the school counselor. Within five (5) working days from receiving the information request, the school must make available for inspection the information requested, and such inspection shall take place in the presence of qualified school personnel.

When a student transfers to another school (outside the system), the receiving school will be afforded copies of the student's records upon request.

Records Available to Parents upon Request

- a. Cumulative folder
- b. Test data card
- c. Immunization Records
- d. Report card
- e. Evaluation report
- f. Records maintained in connection with St. Landry Parish Pupil Progression Plan.
- g. Disciplinary records maintained by each school separate from other educational records of a student and for that school year only
- h. Review of Disciplinary Action Form for identified exceptional students
- i. Individual Educational Program Placement/Instructional Document (IEP)
- j. LEAP and other state mandated assessment records
- k. Parent Remediation Refusal Form
- l. 504 Records
- m. Individual student's grades and attendance reports

Procedure for Challenging Contents of Records

Upon review of a student's record(s), parents have the opportunity to request a hearing to ask for correction or deletion of any information in the file. The school principal or an appropriate designee will conduct the hearing(s).

At the hearing, parents will be given a "full and fair" opportunity to present their case and relevant evidence. The final decision will be delivered to the parents in writing within five (5) days subsequent the hearing. Parents who are dissatisfied with the hearing or the result of the hearing at the school level may appeal to the superintendent.

Transfer of Student Records

The forwarding of records including special education and eligible 504 records within the parish is mandatory and cannot be held for nonpayment of library fines, lunch fee, etc.

Homeless Program

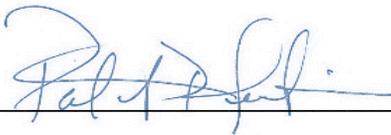
The McKinney-Vento Act states that children and youth who lack “a fixed, regular, and adequate nighttime residence” will be considered homeless. 42 U.S.C. §11434A(2)(A). The mission of the Stewart B. McKinney-Vento Education for Homeless Children and Youth Program is to develop and maintain a comprehensive education program by coordinating resources and services for homeless individuals residing in any temporary living arrangements because of the lack of a fixed, regular, and adequate residence and to foster a climate wherein each homeless individual is positively received and neither stigmatized nor isolated. The McKinney-Vento Act requires schools to identify and remove all barriers to enrollment and retention in school for children and youth in homeless situations. 42 U.S.C. §§11432(g)(1)(I), (g)(7). Zero tolerance rules for absenteeism can be such barriers, particularly when they result in class failures, exclusion from school, or court involvement. Frequently, students in homeless situations will miss school due to their living situations. Absences caused by homelessness must not be counted against students, as this would create a barrier to enrollment and retention in school.

XI. LEA assurances and submission information

Assurance is hereby made to the Louisiana Department of Education that this St. Landry Parish School Board 2019-2020 Pupil Progression Plan has been developed in compliance with all applicable federal and state laws and regulations. If any local policy outlined in this plan conflicts with federal or state laws or regulations, I understand that federal and state laws and regulations shall supersede the local policy.

Date approved by local school board or governing authority:

July 11, 2019



Superintendent



Board President